

Lesson Title: Music for Mortimer

Lesson Developer(s) and Teacher(s): Brendan Vincent, Melissa Taylor

Grade Level: 1st Grade

Goal: To interpret a familiar story using musical concepts and instruments to teach sequencing, characterization, and instrument timbre.

Music

1.ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression

1.ML.1.1 Use proper technique when singing and playing a variety of music.

1.ML.1.3 Execute rhythmic patterns using body, instruments, or voice.

1.ML.1.4 Apply changes in dynamics and tempo when singing and playing music.

1.ML.3 Create music using a variety of sound and notational sources.

1.ML.3.2 Select a variety of traditional and non-traditional sound sources to accompany readings, stories, or dramatizations.

1.MR.1 Understand the interacting elements to respond to music and music performances.

1.MR.1.2 Recognize melodic patterns, rhythmic patterns, dynamics, and forms when presented aurally.

1.MR.1.4 Classify timbre by pitched or unpitched instruments and sounds.

1.CR.1 Understand global, interdisciplinary, and 21st century connections with music.

1.CR.1.1 Recognize how music is used in customs and traditions of various cultures.

1.CR.1.2 Understand the relationships between music and concepts from other areas.

Language Arts

1st Grade English Language Arts Standards – Common Core

Reading: Literature

Key Ideas and Details

CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Speaking and Listening

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-Literacy.SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-Literacy.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Essential Questions:

- Have you ever had trouble falling asleep? Was it because you were excited, nervous, anxious, scared, or _____ about something? What did you do?
- (After reading the story) What happens next in the story?
- How does each character sound, and how should I represent that character?
- Why do you think Mortimer will not go to sleep?

Multiple Intelligences Engaged:

- Musical-Rhythmic
- Interpersonal
- Bodily-Kinesthetic
- Verbal-Linguistic

Materials Required:

- *Mortimer*, by Robert Munsch
- Classroom instruments
 - Rhythm sticks
 - Xylophones
 - Guiros or other scrapers
 - Sandblocks

Procedure and Activities:

1. ASK: "Have you ever had trouble falling asleep? Was it because you were excited, nervous, anxious, scared, or _____ about something? What did you do?"
2. Introduce *Mortimer* and explain that he made up a song when we couldn't fall asleep.
3. Read the story out loud.
4. Add the Refrain in motions:
 - Clang-Clang* (clap-clap)
 - Rattle Bing Bang* (roll fists in front of chest)

'Gonna make my noise (pat lap twice)

All day (circle hands over-head like a sun)

5. Give each action an instrument (or a group of instruments), and adapt it for each character

Walking up/down stairs: Xylophone

Opening the door: Guiro

Mortimer nods his head: Vibraslap

6. Retell story including the instruments and the refrain with motions. Remind students to be thinking about what happens next.

Differentiation Approaches:

- Have a Big Book with the story written out and instrument symbols in the text.
- Non-verbal communication for ESL and hearing-impaired students.
- Independent learners can lead a group of students.

Tools and Techniques used to assess:

- Rubric based on the following questions:

Did the student maintain a steady beat during the refrain?

Did the student play their instrument at the right time, and in the appropriate manner?

Could the student describe what happens next in the story?

Follow-up and Extension Activities:

- Visual Arts Activity (making shadow puppets to retell the story)
- Computer Extension (Powerpoint slide show)
- Technology Extension (Making a video of the story to share on the internet – with other schools, or for parents, etc.)
- Sharing the performance with the cooperating 4th grade class (Book Buddy group)